

Critical Intersections

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Creation of online resources: the focus on principles and concepts

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Questions

1. Who has visited a MOOC course?
2. Who has studied a MOOC course?
3. When was the last time you used Youtube?



What is a
MOOC ?

Source: [Cormier](https://www.youtube.com/watch?v=eW3gMGqcZ0c) (2010), Youtube video at
<https://www.youtube.com/watch?v=eW3gMGqcZ0c>



For more information about MOOC

Goodyear, P. (2014). Productive learning network: The evolution of research and practice. In L. Carvalho & P. Goodyear (Eds.). *The architecture of productive learning networks* (pp. 22-47). London: Routledge.

In his chapter (p. 41) he has a brief discussion of the history of MOOC and the lack of quality and design with very low completion rates.



Key shift for learning

1. Open resources
2. Content on demand
For example: Youtube, TED Talk

Implications

1. New challenges
2. New concept of learning



New challenges

1. An analytical pedagogical framework
2. Quality of learning content
3. Learning tools and platforms
(Goodyear & Carvalho, 2014)



An analytical pedagogy for design

Key factors of online learning

- Tools
- Environment
- Space
- Time
- Technology available for communication

Design outcome

- Quality
- Usability
- Sustainability: rich in reusable ideas



Design principle 1

Connection of digital learning environment and activities

1. Activities interaction relies on the physical connection of access.
2. Access is guided by clear navigation instruction in text:
open,
close, push, next, exit
3. Physical connection requires speed, movements across different digital environments and its constraints may include entry limitations and conditions (log in).
4. These limitations and conditions may directly impact on the quality of one's experience



Examples of common problems (bad design)

- Written instruction is in long text
- Objects, such as icons, buttons, visual clues and tools are hidden
- Spatial layouts are cluttered
- Texts are too small to read
- Text colour is too difficult to read (bad combination with red and black)
- Voices are drowned with loud music
- Images/animations are distracting



Design principle 2

Connection of knowledge

Abstract elements require cognitive ability for comprehension, interpretation and integration as a whole.

Text, graphs and images are design tools for creating meaningful knowledge content to assist the connection of ideas, thinking and feelings.



Examples of good design

- Screen is clean
- Instructions are short with visual cues
- Instructions encourage interaction with prompts
- Links may require users to use their judgement
- Links require slow thinking and the challenges of analysis
- Use of set design to impose more in depth learning with more demanding tasks
- Set design limits, this allows and tells



Nursing communication online website

key challenges

- Having the expertise for instructional design for teaching language strategies within the framework of content
- Lack of technical support for visual design and site design
- Gaining approval for content
- Limited budget
- Expectations of Nursing and Midwifery Board and WSU SoNM



Applying design principle 1

Environment and activities

1. Each module is designed as a stand alone module which allows users to navigate directly to the module which suits their individual needs.
2. There is no restriction of navigation and access to any sub-site
3. All main pages have a direct link to the content from the navigation menu on the left panel.
4. This enhances users experience when they have



Applying design principle 1



Module contents

PREPARING TO WRITE

Analysing questions

Being analytical - **VIDEO**

Reading widely

Planning your answer

CONSTRUCTING PARAGRAPHS

Writing topic sentences

Constructing an argument

STRUCTURING YOUR ESSAY

Essay introduction

Essay body

Essay conclusion

NURSING SHIFT HANDOVERS

Nursing shift handovers

VIDEO

About Nursing Communication Online

The Nursing Communication Online project is proudly funded by the Association for Academic Language and Learning (AALL). It aims to provide nursing students with a flexible online learning environment to enhance their language and learning skills in their study of nursing. This online resource consists of a variety of contents including four videos which cover the topics of essay writing, nursing shift handovers and pronunciation of medical terminology. In addition, each module is supplemented with interactive activities to help in practising essential nursing communication skills.

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Nursing Writing Lecture Online (video)

Lecturer: *Helen Farrell*

Nursing Handovers Introduction (video)

Lectuer: *Erst Carmichael*

Nursing Handovers (video)

Applying design principle 2

Connection of knowledge

- Key navigation button to signal key parts of content
- Short text for navigation buttons and links
- The site consists of different modalities: Text, images and videos
- Activities are interactive to encourage in depth learning and thinking
- Learners are provided with a variety of learning tasks.
- Quizzes are used to encourage a variety of learning tasks, such as: note taking, listening, matching, finding specific

The design for content on demand

Example of video design

- Use video to cover key knowledge content
- Video is limited to less than 10 minutes
- Video is streamed as MP4 for quick download time
- Video is supplemented with script
- Video is supported by activities to encourage revision and understanding of content



Demonstration of video

1. Introduction video to nursing shift handovers
2. Video for nursing shift handovers
3. NursingWritingOnline.org.au



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